

**WORKSHOP PENGUATAN KOMPETENSI GURU DALAM PEMBELAJARAN  
DIGITAL UNTUK MENDUKUNG DIGITALISASI SEKOLAH DI DESA  
TEGALURUNG MELALUI PENGENALAN PLATFORM DIGITAL**

**WORKSHOP ON STRENGTHENING TEACHER COMPETENCIES IN DIGITAL  
LEARNING TO SUPPORT SCHOOL DIGITALIZATION IN TEGALURUNG VILLAGE  
THROUGH THE INTRODUCTION OF DIGITAL PLATFORMS**

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**Abstrak:** Pelaksanaan pembelajaran di era digital menuntut guru untuk terus berinovasi dalam mencari alternatif pembelajaran yang menarik dan interaktif. Workshop ini diselenggarakan dengan tujuan meningkatkan kompetensi guru Sekolah Dasar dalam memanfaatkan media pembelajaran digital, khususnya, Ahaslides, Wordwall, Wheel of Names, Pickerwhell dan Wordwall. Kegiatan ini merupakan bagian dari Program Pengabdian Masyarakat yang dilaksanakan di Desa Tegalurung, Kecamatan Balongan, Kabupaten Indramayu, dengan melibatkan 1 Kepala Sekolah, 11 Guru Sekolah Dasar, 1 Kepala Desa, dan 27 mahasiswa Institut Pangeran Dharma Kusuma Indramayu melalui kegiatan KKM (Kuliah Kerja Mahasiswa). Workshop ini dilaksanakan melalui tiga tahapan, yaitu persiapan, penyampaian materi, dan evaluasi. Pada tahap implementasi, peserta mendapatkan pemaparan teori serta praktik langsung dalam penggunaan platform digital untuk mendukung proses pembelajaran kemudian pada tahap evaluasi dilaksanakan melalui bantuan Google Form. Hasil evaluasi menunjukkan bahwa 81,1% peserta memberikan penilaian sangat baik terhadap kualitas penyampaian materi, sementara 64,9% peserta menilai Wordwall sebagai platform yang paling mudah digunakan. Secara keseluruhan, kegiatan ini mendapatkan rata-rata kepuasan sebesar 4,95 dari 5, hasil ini menunjukkan efektivitas workshop dalam meningkatkan literasi digital dan keterampilan guru dalam pembelajaran berbasis digital. Dengan demikian, workshop ini berhasil memberikan pemahaman yang lebih mendalam mengenai pemanfaatan teknologi dalam pembelajaran untuk mendukung digitalisasi sekolah. Diharapkan, kegiatan serupa dapat terus dilakukan dengan pendampingan lanjutan agar penerapan pembelajaran digital dapat berjalan secara optimal dan berkelanjutan dengan memanfaatkan berbagai platform digital lainnya.

**Kata Kunci:** Workshop, Pembelajaran Digital, Kompetensi Guru, Digitalisasi, Platform Digital

**Abstract:** *Implementing learning in the digital era requires teachers to innovate in finding engaging and interactive learning alternatives. This Workshop was held to improve the competence of elementary school teachers in utilizing digital learning media, particularly Ahaslides, Wordwall, Wheel of Names, Pickerwheel, and Wordwall. This activity is part of the Community Service Program implemented in Tegalurung Village, Balongan District, Indramayu Regency, involving 1 School Principal, 11 Elementary School Teachers, 1 Village Head, and 27 students from the Institut Pangeran Dharma Kusuma Indramayu through Student Work Lecture activity. This Workshop was carried out in three stages: preparation, delivery of materials, and evaluation. At the implementation stage, participants receive theoretical exposure and direct practice using digital platforms to support the learning process. The evaluation stage is carried out with the help of Google Forms. The evaluation results showed that 81.1% of participants gave an excellent rating to the quality of material delivery, while 64.9% of participants rated Wordwall as the easiest platform to use. Overall, this activity received an average satisfaction rating of 4.95 out of 5, and these results show the Workshop's effectiveness in improving digital literacy and teacher skills in digital-based learning. Thus, this Workshop succeeded in providing a deeper understanding of the use of technology in learning to support school digitalization. It is hoped that similar activities can continue to be carried out with further assistance so that digital learning can run optimally and sustainably by utilizing various other digital platforms.*

**Keywords:** *Workshop, Digital Learning, Teacher Competence, Digitalization, Digital Platform*

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## INTRODUCTION

Education plays a crucial role in shaping the future of individuals and society. In the era of the Industrial Revolution 4.0, the importance of education is increasingly rising in line with the rapid development of digital technology that affects various aspects of life. Especially for elementary school students, education serves as the primary foundation in shaping character, mindset, and the basic skills they will need in the future. Elementary school students must have digital literacy, critical thinking, creativity, and collaboration skills to adapt to rapid changes (Yuliyanto, 2024). Quality education will assist them in understanding technology wisely, utilizing information effectively, and developing their potential optimally. There are many factors in creating quality education, such as a relevant curriculum, a supportive learning environment, access to education, and adequate resources (Anugrah & Dewi, 2023). In achieving quality educational success, the role of teachers becomes a primary necessity in the learning process. The role of a teacher is not limited to merely conveying information but also encompasses the important roles of facilitator, guide, and mentor throughout the entire educational process. The role includes the development of students' abilities in various fields, including social and intellectual skills, creativity, and abilities in various other aspects. These abilities are not only

viewed as a result of the teacher's instruction but also as a foundation for the student's success in learning. As a facilitator, the teacher provides material and creates an environment that supports active student learning. In this case, communication between teachers and students becomes an important means not only for the delivery of information but also for observing the learning process (Khasanah et al., 2024).

Learning is the interaction process between educators, students, and learning resources in a learning environment to achieve educational objectives such as attitudes, knowledge, and student skills (Yuliyanto et al., 2023). Learning is too narrow if only defined as knowledge transfer; therefore, learning must consider various aspects of child development. One important aspect of learning is engaging media. According to Piaget's theory, a child in elementary school is in the concrete operational phase, for example, classifying real objects but cannot solve abstract problems (Rifai et al. (Putri et al., 2023). The development of information and communication technology in education has provided numerous recent innovations to support the optimization of the learning process in the classroom. One of them is the increasing variety of learning media and teaching materials, whether in electronic, interactive, or engaging forms, due to the rapid advancement of technology (Megahantara, 2017 in Purwasi et al., 2022). In the current digital era and information technology, learning media has become an important resource in enhancing the effectiveness and efficiency of the learning process (Surachman, 2016 in Anugrah & Dewi, 2023). The success of a learning process is also highly dependent on the teacher's ability to design the learning materials. The abstract learning material can be addressed through learning media, making the material more concrete and easier to understand (Anugrah & Dewi, 2023). The characteristics of effective learning media are (1) aligned with learning objectives, (2) suitable for student characteristics, (3) capable of stimulating student interaction, (4) providing various feedback, (5) able to motivate students, and (6) capable of delivering evaluation results (Cahdriyana & Richardo, 2016 in Anugrah & Dewi, 2023). Interactive learning media can enhance students' motivation and understanding when absorbing learning material. Learning media that encourages students to take an active role tends to be more engaging and can avoid a monotonous impression in the learning process (Zulhijrah, 2024). Using Wordwall as one of the digital platforms can serve as an alternative interactive learning media that can assist teachers in enhancing creativity and increasing children's interest in learning. Wordwall is a website that contains quizzes and game templates such as matching words, anagrams, grouping, and word searches, which can be used for free and conveniently (Putri et al., 2023). Like the research conducted by (Khasanah et al., 2024), The results indicate a significant increase from the

average pretest score of 45 to a posttest score of 79.25, with a gain value of 0.636 (moderate category). Statistical analysis confirms that Wordwall significantly enhances students' numeracy literacy. In addition, there are also other interactive learning media such as Wheel of Names and Pickerwheel. The Wheel of Names is a random name application commonly used for raffles, games, and other activities that can be accessed through a browser (Digisiaga, 2023 in Makbul et al., 2023). Like the research conducted by (Makbul et al., 2023), The results of the observation of student learning activity obtained are 43.62%, then in cycle I, there was an increase with a result of 76.92%, and in cycle two, it further increased with a result of 85.58%. The increased student learning activity has met the established success criteria of >76%. Even students hope teachers can implement learning media such as AhaSlides as a daily learning medium because it is more engaging. The student feels that using interactive media prevents them from feeling sleepy and bored (Husodo et al., 2023).

However, based on the results of the observations conducted during the service at UPTD SDN 1 Tegalurung, UPTD SDN 2 Tegalurung, MI Muhammadiyah Tegalurung, and MIS Muhammadiyah Tegalurung, located in Tegalurung Village, Balongan District, Indramayu Regency, it was found that the majority of elementary school teachers more frequently use non-interactive learning media, such as textbooks or PowerPoint to present teaching materials. In that observation, we rarely find interactive learning media that utilize websites to support students' learning interests. Thus, teachers still need to utilize various learning media to ensure the smoothness of the teaching and learning process. Therefore, the Digital Learning Workshop has been established as a solution to the issues of improving the quality of learning for elementary school teachers. The target outcome of this service, which is implementing a Digital Learning Workshop for elementary school teachers, is improving learning quality through the effective utilization of technology. After attending the Workshop, teachers are expected to be able to integrate various digital media into the teaching process, create interactive teaching materials, and manage both online and offline classes more innovatively. In addition, this Workshop also aims to enhance teachers' skills in utilizing digital learning platforms, such as Ahaslides, Wordwall, Wheel of Names, and Pickerwheel, thereby enriching students' learning experiences. Thus, implementing this Workshop is expected to encourage the creating of a more engaging, adaptive, and technology-aligned learning environment.

## **METHOD**

This Digital Learning Workshop is initiated through the Student Work Lecture activities of the Pangeran Dharma Kusuma Institute in collaboration with the Field Supervising Lecturers as

resource persons on February 1, 2025. This Workshop implements various strategies, such as the participants' lectures, demonstrations, and hands-on practice. This approach is designed to ensure that elementary school teachers not only theoretically understand the concepts of digital learning media but also have the opportunity to apply them in real classroom situations. The success indicator of this activity is determined based on the teacher's ability to develop and implement digital learning media to enhance the effectiveness of the teaching and learning process. With the presence of this Workshop, it is hoped that teachers will be more confident in utilizing various digital platforms to create a more engaging and interactive learning experience for students. This Workshop is conducted in the Hall of the Tegalurung Village Office, Balongan District, Indramayu Regency, taking into account the comfort and accessibility of the participants. The participants included one principal, 11 elementary school teachers, one village head, and 27 students from the Institut Pangeran Dharma Kusuma Indramayu.

The implementation of this Workshop consists of three main stages: (1) Preparation stage, which includes a series of preliminary activities before the core implementation of the Workshop. This stage begins with socialization to the targeted schools, sending invitations to the teachers, and coordinating with the school authorities to ensure optimal participation. In addition, students are invited to participate in this activity and contribute to the Workshop. Not only that, the organizing team also coordinated with the village government to obtain permission to use the Tegalurung Village Hall as the location for the Workshop. (2) The core stage of the Workshop is the delivery of material and practical sessions. At this stage, participants are introduced to two digital learning platforms, namely Ahaslides, Wordwall, Wheel of Names, and Pickerwhell, which can be used as more engaging and interactive learning evaluation tools for students without the need to install applications, as they only utilize the browser available on their respective smartphones. The resource person explained the features, advantages, and disadvantages of each platform so that teachers can select and adjust the use of digital platforms according to the learning needs of students in the classroom. After the presentation of the material, participants were allowed to practice creating digital evaluations using both platforms directly. This session allows participants to explore various available features, attempt to apply them in authentic learning scenarios and discuss the challenges or obstacles that may be encountered. A question and answer session was also held to solve various obstacles participants encountered during the practice. (3) In the evaluation and follow-up stage, participants are requested to fill out an online questionnaire via Google Form to assess the effectiveness of the workshop implementation based on their experiences during the event. The feedback provided by the participants is essential for

understanding the extent to which this Workshop has been beneficial, as well as the aspects that still need improvement. In addition, participants who have completed the Workshop will be awarded a certificate as a form of apparent appreciation. After the evaluation stage, the collected questionnaire results are analyzed to determine the impact of this activity. The organizing team then compiled a comprehensive activity report and began writing a community service article that would be published based on the data collected from the participants' evaluations.

Through this series of stages, the Digital Learning Workshop provides new insights for teachers in optimizing technology in education and encourages them to be more active in creating innovations in the teaching process. With the implementation of this activity, it is hoped that digital literacy among educators will improve, thereby enhancing the quality of learning in elementary schools by the demands of the digital era.

## RESULT AND DISCUSSION

This Digital Learning Workshop is scheduled for January 1, 2025, at the Tegalurung Village Hall, which was chosen as the venue due to its accessibility for the participants. This activity was attended by 11 teachers from various elementary schools located in the Tegalurung village area, namely UPTD SDN 1 Tegalurung, UPTD SDN 2 Tegalurung, MI Muhammadiyah Tegalurung, and MIS Islamiyah Tegalurung. In addition, this Workshop was also attended by a school principal and a village head, as well as 27 students from the Institut Pangeran Dharma Kusuma Indramayu from other villages, who participated in the activities to gain firsthand experience in the implementation of digital learning at the elementary school level.

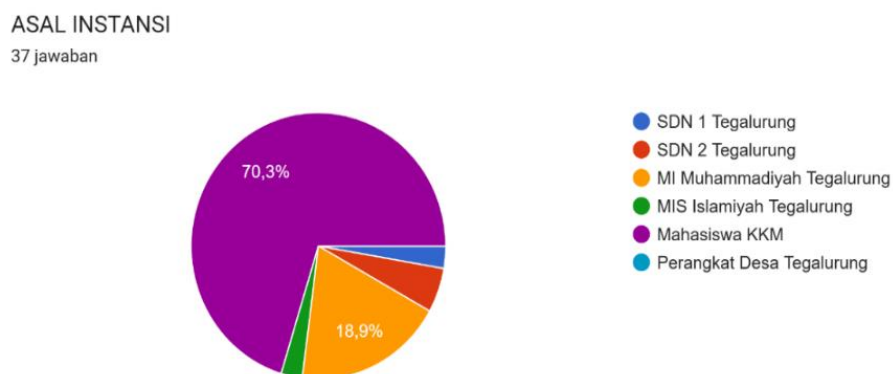


Figure 1. Digital Learning Workshop Participants

The main objective of this Workshop is to introduce and train teachers in using several

digital platforms, such as Ahaslides, Wheel of Names, Pickerwheel, and Wordwall, which can be utilized to enhance the effectiveness of learning in the classroom. Both platforms were chosen for their ease of creating engaging interactive learning activities for students without installing any special applications. By understanding the workings and application of the platform, it is hoped that teachers can be more creative in developing teaching materials that are more dynamic and aligned with the needs of digital learning in the modern era. The study shows that digital platforms can provide a single information space for educators and learners; this platform will accelerate coordination among all participants in the learning process, giving them simultaneous access to the latest information they need (Iliashenko et al., 2019).



Figure 2. Digital Learning Platform

The Wheel of Names and Pickerwheel are not specific learning platforms but tools that can be used in education to create draws or random selections, which are helpful in teaching. Using the Wheel of Names and Pickerwheel, teachers can randomly select students, choose words or phrases for vocabulary practice, or create other interactive activities. Although not directly a learning platform, Wheel of Names and Pickerwheel can support more enjoyable and interactive teaching and learning activities (Yuliyanto et al., 2024).

The Wheel of Names and Pickerwheel can be accessed through <https://wheelofnames.com/> and <https://pickerwheel.com/>. The guru can create an online draw by entering the names of participants or vocabulary one by one. After all participant names have been entered, the teacher can click "share" to distribute the Wheel of Names and Pickerwheel link, then open it in a browser and spin the wheel by clicking the spin button in the center of the circle. The wheel will spin and stop at the first letter. When the first letter appears, the entire class will collectively determine the sound of that letter (Indra & Handayani, 2022).



Figure 3. The Practice of Using the Wheel of Names Platform

Wordwall is a learning platform designed to assist teachers in creating various types of interactive activities, such as quizzes, puzzles, and other educational games (Maghfirah & Sulaiman, 2022). This platform allows teachers to easily create engaging learning materials in multiple-choice questions, word matching, or image and text-based games. Wordwall can enhance student engagement in learning, allowing them to practice the concepts taught in a fun and interactive way. Wordwall can also be accessed through <https://wordwall.net/> (Khasanah et al., 2024).



Figure 4. The Practice of Using the Wordwall Platform



Figure 5. Delivery of Digital Learning Workshop Material

Implementing this Workshop will enhance teachers' competencies in adopting digital-based learning media. The participants demonstrated high enthusiasm throughout each session, ranging from theoretical briefing sessions and seminars to hands-on practice using the digital platform introduced by the resource person, an expert in digital learning. With the combination of material presentation and direct practice, participants can more easily understand the concepts and implement the knowledge they have acquired in their respective classroom learning. Teachers attending the Workshop can meet new friends and share educational perspectives in an independent atmosphere on campus or at the conference center. The guru will demonstrate a high level of professional enthusiasm in this atmosphere. School districts are encouraged to collaborate in joint school workshops where funds and teacher expertise are pooled for high-quality, intensive learning experiences (Mahan, 1972).



Figure 6. Digital Learning Workshop

In addition to being attended by teachers, the presence of 27 students from the Institut Pangeran Dharma Kusuma Indramayu also adds value to this activity. Students involved can learn directly about the challenges and opportunities in implementing technology in the education sector and interact with teachers in sharing experiences and innovative learning strategies. With the involvement of students, this Workshop serves as a platform for teacher skill enhancement and provides an opportunity for prospective educators to gain practical insights into the use of technology in learning. Providing students with technology skills can serve as a bridge between real-life experiences and school experiences (Kolb, 2008). Technology gives students unpredictable power to enhance their thinking, learning, communication, collaboration, and production skills. However, to use this power, students must first learn how to understand, manage, and use this information, media, and technology (Trilling & Fadel, 2009).



*Figure 7. Joint Documentation of Digital Learning Workshop*

To obtain further information regarding the responses of teachers and students to the Workshop discussing the utilization of the Ahaslides, Wordwall, Wheel of Names, and Pickerwhell platforms as alternative assessments in elementary schools, the organizers distributed a questionnaire via Google Forms after the presentation session was completed. This questionnaire contains five questions that evaluate the Digital Learning Workshop program aimed at teachers and students who participated in the activity. The evaluation of the conducted Workshop can be used to determine the effectiveness of the implemented Workshop (D'Eon et al., 2008). The summary of the results from the questionnaire filled out by the participants can be seen in the following explanation.

Bagaimana tanggapanmu terhadap kegiatan Workshop Pembelajaran Digital yang diadakan Mahasiswa KKM?  
37 jawaban

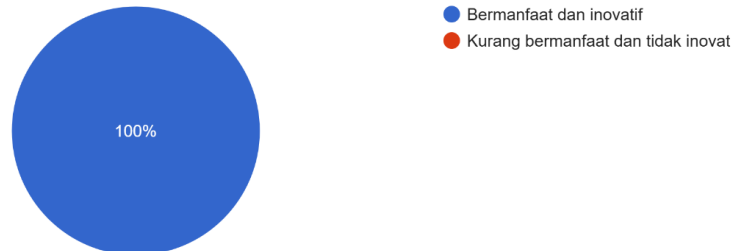


Figure 8. Results of Participants' Feedback Regarding the Digital Learning Workshop

Based on the diagram in the image, it can be concluded that the Digital Learning Workshop organized by KKM (Kuliah Kerja Mahasiswa) or Student Work Lecture students received positive feedback from all participants. This is evident from the survey results, which indicate that 100% of respondents consider this activity beneficial and innovative, with none deeming it less beneficial or un-innovative. This absolute percentage indicates that participants directly benefitted from the Workshop. This may be because the material presented by the speaker is relevant to their needs, the delivery method is engaging, and the content presented in the digital learning method is highly innovative. In education, a higher level of retention of subject matter occurs when instructors facilitate the learning process with high-quality teaching aids (Schumacher & Currence, 1989). Thus, this Workshop provides new insights and practical skills that participants can apply in their academic and professional lives.

Apakah kegiatan Workshop Pembelajaran Digital mudah diikuti?  
37 jawaban

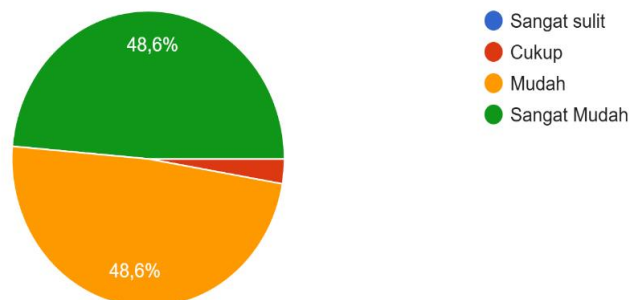


Figure 9. Results of the Response to the Ease of Participating in Digital Learning Workshop

Based on the diagram presented in the image, it can be concluded that most participants in the Digital Learning Workshop feel that this activity is relatively easy to follow. This is evident from the data indicating that 48.6% of participants chose the "Mudah (Easy)" option, while the same number, 48.6%, chose "Sangat Mudah (Very Easy)." Thus, almost all participants assessed that this Workshop was presented explicitly, systematically, and easily understandable, allowing them to follow the sessions well without experiencing significant difficulties. However, there are a few respondents who chose other categories. A few participants selected the "Cukup (Sufficient)" option, indicating that although they could participate in the activities, some aspects may be perceived as slightly challenging or requiring more attention. The option "Sangat Sulit (Very Difficult)" does not seem to have been selected, indicating that no participants experienced significant obstacles in understanding the material presented. A workshop that is easy to understand will enhance the participant's ability to implement the material presented (Ridwan et al., 2023).

Apakah Anda akan mencoba menerapkan pembelajaran digital dengan platform yang sudah anda pelajari?  
37 jawaban

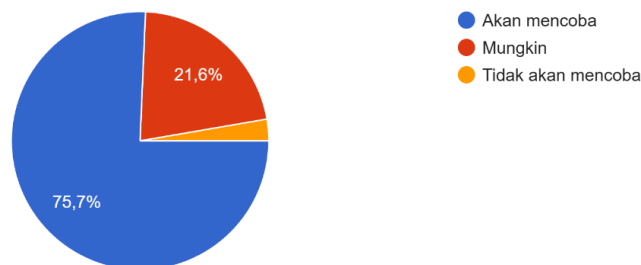


Figure 10. Results of the Follow-up Action Plan of Participants after Attending the Workshop

Based on the diagram presented in the image, it can be concluded that most workshop participants desire to implement digital learning with the platforms they studied during the event. This is evidenced by the survey results indicating that 75.7% of participants stated that they would attempt to implement digital learning using the platforms that have been studied. This figure indicates a high level of enthusiasm from the participants in applying the knowledge they have gained into actual practice, both in the field of education and in other relevant areas. Meanwhile, 21.6% of participants chose the option "Mungkin (Maybe)," which indicates that they are still considering the possibility of trying to use the digital platform that has been studied. The reasons behind this hesitation can vary, ranging from their comfort level in using technology to the platform's relevance to their needs. However, the existence

of this group still indicates that they do not rule out the possibility of implementing digital learning in the future.

On the other hand, only a small portion of participants chose the option "Tidak Akan Mencoba (Will not attempt)," as indicated by the minimal share in the diagram. This indicates that almost all workshop participants see the value of digital learning and have the potential to use it in their activities. The follow-up of the Workshop that has been produced and subsequently discussed together serves to achieve better results suitable for application in learning (Efendi et al., 2023).

Platform mana yang paling mudah anda coba?  
37 jawaban

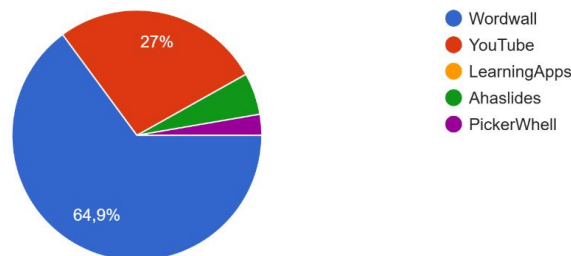


Figure 11. The result of the Easiest Platform Response

Based on the results of the diagram displayed in the image, it can be observed that the majority of workshop participants chose Wordwall as the easiest platform to try, with a dominant percentage of 64.9%. This indicates that Wordwall is regarded as a more intuitive, user-friendly platform suitable for implementation in digital learning. The accessibility, user-friendly interface, and interactive features may be the main factors that make Wordwall the preferred choice for most participants. From this result, it can be concluded that in digital learning, participants are more likely to choose platforms with a simple and easily accessible interface, such as Wordwall. Research indicates that Wordwall is also quite easy to use and can be accessed via the web by students either under the guidance of a teacher or individually. So that students can independently learn using this media, which will influence the improvement of students' self-learning (Dahlani & Afdaliyah, 2024).

Berikan rating untuk Kegiatan Workshop Pembelajaran Digital yang diadakan Mahasiswa KKM hari ini

37 jawaban

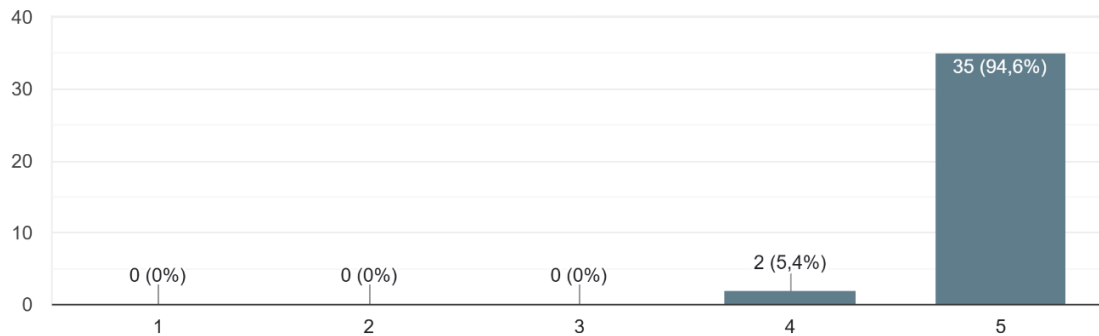


Figure 12. Assessment of Workshop Activities through the Rating Feature

Based on the results of the diagram in the image, it can be concluded that the Digital Learning Workshop received very high appreciation from the participants. This is reflected in the average rating value of 4.95, approaching a perfect score of 5.00. In this rating system, participants can provide a rating on a scale of 1 to 5 stars, with 1 being the lowest value and 5 being the highest value. Based on the displayed results, most participants rated it five stars, indicating that they felt delighted with the Workshop regarding the material, delivery, interaction, and the benefits they received. This result aligns with expectations because the activities were carried out systematically, starting from the direct delivery of material, demonstration examples, hands-on practice, and follow-up in schools. Thus, this digital learning workshop will practically impact teachers as participants and will certainly align with the assessments provided. The study reinforces the importance of designing workshops that equip teachers with technical knowledge and provide space for experimentation, collaboration, and feedback. In addition, the Workshop's success is also influenced by the availability of resources and institutional support (Zakiya et al., 2024).

Overall, this Workshop successfully created a collaborative and interactive learning environment where participants could share experiences and learn together to enhance their digital competencies. After participating in this Workshop, teachers are expected to be more confident in implementing digital technology in their classrooms, making learning more engaging, effective, and aligned with the times.

## CONCLUSION

The Digital Learning Workshop held on January 1, 2025, at the Tegalurung Village Hall, has successfully provided new insights and skills to elementary school teachers and students regarding using technology in learning. This Workshop is designed to introduce the Ahaslides, Wordwall, Wheel of Names, and Pickerwhell platforms as alternatives for digital learning assessment and is aimed at assisting teachers in creating a more engaging, interactive, and practical learning experience for students. Through this activity, a total of 11 teachers from various elementary schools in Tegalurung Village, namely UPTD SDN 1 Tegalurung, UPTD SDN 2 Tegalurung, MI Muhammadiyah Tegalurung, and MIS Islamiyah Tegalurung, one school principal, the village head, and 27 students from the Institut Pangeran Dharma Kusuma Indramayu, have gained direct experience in the use of several platforms. They are provided with theoretical material and allowed to practice creating digital evaluations that can be applied in their respective classroom learning. Overall, this Workshop has a positive impact on enhancing teachers' competencies in integrating technology into learning. After participating in this Workshop, teachers are expected to be more confident in using digital media to create more engaging and effective student learning assessments. In addition, for students involved in this activity, the experience gained can serve as a valuable asset in understanding the application of educational technology in the real world. The success of this Workshop serves as a preliminary step in promoting the broader utilization of technology within the learning system in elementary schools, thereby creating a more innovative learning environment that aligns with the advancements of the times. However, this Workshop still has several limitations, particularly in introducing digital platforms; therefore, there is a need to explore other digital platforms to support the digitalization of schools.

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